

Grade 5

Adopted 2018

Anchor and Inquiry Standards

1. Developing Questions and Planning Inquiries 3-5.1

1. Construct compelling questions and explain the importance of the questions to self and others [SS.3-5.1.1](#)
 2. Categorize questions according to the social studies disciplines [SS.3-5.1.2](#)
 3. Create supporting questions to help answer compelling questions [SS.3-5.1.3](#)
 4. Explain how supporting questions help answer compelling questions [SS.3-5.1.4](#)
-

2. Gathering and Evaluating Sources 3-5.2

1. Determine whether a source is primarily fact or opinion [SS.3-5.2.1](#)
 2. Determine whether a source is primary or secondary [SS.3-5.2.2](#)
 3. Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions [SS.3-5.2.3](#)
-

3. Creating Claims 3-5.3

1. Develop claims in response to compelling questions [SS.3-5.3.1](#)
 2. Identify specific evidence that supports the claims [SS.3-5.3.2](#)
-

4. Communicating Conclusions 3-5.4

1. Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments [SS.3-5.4.1](#)
2. Respectfully ask and answer questions about the reasons others use in their arguments and explanations [SS.3-5.4.2](#)
3. Present arguments and explanations using a variety of print, oral, and digital technologies [SS.3-5.4.3](#)

5. Taking Informed Action 3-5.5

1. Identify local, regional, or global problems or issues in various times and places [SS.3-5.5.1](#)
 2. Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions [SS.3-5.5.2](#)
 3. Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues [SS.3-5.5.3](#)
 4. Show evidence of taking individual or group action on one or more problems or issues [SS.3-5.5.4](#)
-

Content Standards

1. Explain how the geography of North America shaped the development of Native American societies [SS.5.1.14.1](#)

2. Compare elements of culture in early Native American societies [SS.5.1.17.2](#)

1. Compare motivations of European powers in the exploration and conquest of the New World [SS.5.2.19.1](#)

2. Analyze the impact of European discovery and settlement on Native Americans [SS.5.2.19.2](#)

1. Analyze how European culture influenced the development of settlements in North America [SS.5.3.15.1](#)

2. Explain the role of government in the establishment of early English settlements [SS.5.3.8.2](#)

3. Explain the role religion played in early colonial society [SS.5.3.18.3](#)

1. Explain the system and impact of the transatlantic slave trade [SS.5.4.15.1](#)

2. Compare labor systems and their socioeconomic impact on Colonial America [SS.5.4.10.2](#)

3. Draw conclusions about the lives of enslaved people in the American colonies [SS.5.4.18.3](#)

1. Draw conclusions about how the physical geography of the New England, Mid-Atlantic, and Southern colonies shaped the development of their unique economies [SS.5.5.15.1](#)

2. Explain the roles of women in Colonial America [SS.5.5.18.2](#)

-
- 1. Analyze how economic and political conflicts between the colonies and England led to the American Revolution** SS.5.6.19.1

 - 2. Explain how principles in the Declaration of Independence became unifying ideas of American democracy** SS.5.6.7.2

 - 3. Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War** SS.5.6.19.3

 - 4. Compare diverse perspectives of participants during the Revolutionary War** SS.5.6.18.4